



Syllabus

Pacific Empires (HIST 6104)

Dates: T 3:30-6:00 pm ET

Location: White Gravenor 211

Instructor: Higuchi, Toshihiro

Contact Information: th233@georgetown.edu

Office Hours: T 1-3 pm or by appointment

COURSE DESCRIPTION

This seminar explores the frontiers of historical research on imperialism in the Pacific world in the nineteenth and twentieth centuries. The focus is on oceanic (“terraqueous”), comparative, and inter-imperial perspectives to the evolution of two Pacific empires: the United States and Japan. Nineteenth-century topics to be examined will include how European exploration transformed indigenous societies and natural environments, as well as how European and American desire for products such as whale oil and sea-bird droppings (guano), along with Chinese desire for products such as otter pelts and sandalwood, further altered the relationship between humans and the ocean. We will also examine travels, shipping, and migrations and the impact of American and Japanese imperialism on insular and coastal societies. In the years following World War II, the United States brought former Japanese territories under its control and consolidated a new form of empire in the Pacific. Although the readings range widely, we will visit and revisit a few key sites in the history of these two Pacific empires: Okinawa and Hawaii, Taiwan and the Philippines, Japan and the west coast of North America.

COURSE LEARNING OBJECTIVES

- Gain a firm foundation in the modern history of the Pacific world through the U.S. and Japanese imperial formations
- Discuss and evaluate the historiography and different interpretations of modern Pacific history, both chronologically and thematically.
- Learn a wide range of perspectives, concepts, and methods of historical analysis
- Develop and apply the historian’s craft through a number of research and writing assignments

COURSE READINGS

All course readings will be available via the library or scanned as PDF files and uploaded to Canvas.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

- Attendance and participation in class discussion**
 This course meets once a week. You must make arrangements to make up work if you miss class. More than one (1) unexcused absence could seriously affect your grade. If classes are cancelled, I will send instructions on how we will make up the material.
- Discussion leading** (5% for the quality of questions + 5% for in-class leadership = 10%)
 Each week, a student (or a pair, depending on the size of the class) will be designated to lead discussion. The discussion leader(s) will have the responsibility of circulating the list of several (5-7) questions one week prior to the meeting. The questions must be framed to explore similarities, differences, and connections among the assigned readings for the class and also across different weeks.
- Analytical papers** (5% x 5 = 25%)
Submit analytical papers on any five sets of the weekly readings during the semester, EXCEPT FOR WEEK ONE. The only fixed paper is the one written for the first session that you lead. The papers are not meant to be summaries of the readings but your independent reactions to them. Since the essays are integral to discussions in class, they are due no later than at the beginning of class meetings. If you cannot meet a deadline, write for the next session. The papers are to be 1,200-word critical essays highlighting a few significant issues raised by the authors.
- Historiographical essay** (25%): Due October 13
 Prepare a 2,400-word historiographical essay on an important topic in the history of Pacific empires. The essay will compare, contrast, and analyze at least three books or their equivalent (four articles count as one book). The reviewed works can include no more than four course materials. Topics and readings must be approved by the instructor in advance.
- Review essay or research paper** (40%): Due December 15
 Prepare a 4,800-word review essay or a 4,800-word research paper, depending on your preferences and circumstances. Regardless of the type, the essay must revise the historiographical essay based on feedback. The review essay must expand the historiographical essay and include at least three more books or their equivalent. The



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requirements for the research paper will be determined by the instructor after consultation.

Grading Scheme

93 – 100 = A
 90 – 92 = A-
 87 – 89 = B+
 84 – 86 = B
 81 – 83 = B-
 78 – 80 = C+
 75 – 77 = C
 72 – 74 = C-
 69 – 71 = D+
 66 – 68 = D
 Below 65 = F

COURSE SCHEDULE

August 29 Introduction

US

- Daniel **Immerwahr**, “The Greater United States: Territory and Empire in U.S. History,” *Diplomatic History* 40, no. 3 (2016): 373–91.
- Paul **Kramer**, “Power and Connection: Imperial Histories of the United States in the World,” *American Historical Review* 116, no. 5 (2011): 1348-1391.

Japan

- Ryuta **Itagaki**, Satoshi **Mizutani** and Hideaki **Tobe**, “Japanese Empire,” in *The Ashgate Research Companion to Modern Imperial Histories*, ed. John Marriott and Philippa Levine (Farnham, Surrey: Ashgate, 2012).
- William M. **Tsutsui**, “The Pelagic Empire: Reconsidering Japanese Expansion,” 21-38, in *Japan at Nature’s Edge: The Environmental Context of a Global Power*, ed. Ian J. Miller, Julia Adeney Thomas, and Brett L. Walker (Honolulu: University of Hawai’i Press, 2013).

September 12 Oceans as Method

Perspective

- Sujit **Sivasundaram**, Alison **Bashford**, and David **Armitage**, “Introduction: Writing World Oceanic Histories,” 1-27, in *Oceanic Histories*, ed. Armitage, Bashford, and Sivasundaram (Cambridge: Cambridge University Press, 2018).
- Philip **Steinberg** and Kimberley **Peters**, “Wet Ontologies, Fluid Spaces: Giving Depth to Volume through Oceanic Thinking,” *Environment and Planning D: Society and Space* 33, no. 2 (2015): 247-264.



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US

- Brian **Rouleau**, *With Sails Whitening Every Sea: Mariners and the Making of an American Maritime Empire* (Ithaca, NY: Cornell University Press, 2015), 102-133.
- Jason W. **Smith**, “The Bound[less] Sea: Wilderness and the United States Exploring Expedition in the Fiji Islands,” *Environmental History* 18, no. 4 (2013): 710-737.

Japan

- Jonas **Ruegg**, “Currents and Oceanic Geographies of Japan’s Unending Frontier,” *Journal of Pacific History* 56, no. 3 (2021): 296-319.
- Martin **Dusinberre**, “Writing the On-Board: Meiji Japan in Transit and Transition,” *Journal of Global History* 11, no. 2 (2016): 271-294.

September 19**Environmental History**Ecology

- Ryan Tucker **Jones**, “Running into Whales: The History of the North Pacific from Below the Waves,” *American Historical Review* 118, no. 2 (2013): 349-377.
- John R. **McNeill**, “Of Rats and Men: A Synoptic Environmental History of the Island Pacific,” *Journal of World History* 5, no. 2 (1994): 299-349.
- David **Igler**, “Diseased Goods: Global Exchanges in the Eastern Pacific Basin, 1770-1850,” *American Historical Review* 109, no. 3 (2004): 693-719.

Empire

- Gregory **Cushman**, *Guano and the Opening of the Pacific World: A Global Ecological History* (New York: Cambridge University Press, 2013), 1-74.
- Paul **Kreitman**, “Feathers, Fertilizers and States of Nature: Uses of Albatrosses in the U.S.-Japan Borderlands,” PhD diss. (Princeton University, 2015), 120-173.
- Bathsheba **Demuth**, “The Walrus and the Bureaucrat: Energy, Ecology, and Making the State in the Russian and American Arctic, 1870-1950,” *American Historical Review* 124, no. 2 (2019): 483-510.

September 26**Conquest**US

- Jean **Heffer**, “Imperialism and the Open Door,” *The United States and the Pacific: History of a Frontier* (West Bend, IN: University of Notre Dame Press, 2002), 190-218.
- Stuart **Banner**, *Possessing the Pacific: Land, Settlers, and Indigenous People from Australia to Alaska* (Cambridge, MA: Harvard University Press, 2009), 1-12 (“Introduction”), 163-194 (“California”).
- Paul **Kramer**, *The Blood of Government Race, Empire, the United States, and the Philippines* (Chapel Hill: University of North Carolina Press, 2001), Chapter 2.

Japan

- Robert **Eskildsen**, “Of Civilization and Savages: The Mimetic Imperialism of Japan’s 1874 Expedition to Taiwan,” *American Historical Review* 107, no. 2 (2002): 388-418.



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- Sidney Xu **Lu**, “Colonizing Hokkaido and the Origin of Japanese Trans-Pacific Expansion, 1869-1894,” *Japanese Studies* 36, no. 2 (2016): 251-274.
- J. Charles **Schencking**, “The Imperial Japanese Navy and the Constructed Consciousness of a South Sea Destiny, 1872-1921,” *Modern Asian Studies* 33, no. 4 (1999): 769-796.

October 3 Indigenous Perspectives

Perspective

- Marshall **Sahlins**, “Cosmologies of Capitalism: The Trans-Pacific Sector of ‘The World System,’” *Proceedings of the British Academy* 74 (1988): 1-51.
- Epeli **Hau’ofa**, “Our Sea of Islands,” *We Are the Ocean* (Honolulu: University of Hawai’i Press, 2008), 27-40.

US

- Lilikalā **Kame’Eleihiwa**, *Native Land, Foreign Desires: Pehea La e Pono Ai?* (Honolulu: Bishop Museum Press, 1992), 51-64, 201-225, 287-318.
- Kealani **Cook**, “Ke Ao a me Ka Po: Postmillennial Thought and Native Hawaiian Foreign Mission Work,” *American Quarterly* 67, no. 3 (2015): 887-912.

Japan

- David **Howell**, “Making ‘Useful Citizens’ of Ainu Subjects in Early Twentieth-Century Japan,” *Journal of Asian Studies* 63, no. 1 (2004): 5-29.
- Kirsten **Ziomek**, “Two Coconuts and a Bonito Stick,” *Lost Histories: Recovering the Lives of Japan’s Colonial Peoples* (Cambridge, MA: Harvard University Asia Center, 2019), 254-302.

October 10 Migration

Perspective

- Allan E. S. **Lumba**, “Transpacific Migration, Racial Surplus, and Colonial Settlement,” in *Histories of Racial Capitalism*, ed. Destin Jenkins and Justin Leroy (New York: Columbia University Press, 2021), 111-34.

Japanese

- Hiroko **Matsuda**, “Moving out from the ‘Margin’: Imperialism and Migrations from Japan, the Ryukyu Islands and Taiwan,” *Asian Studies Review* 32 (2008): 511-531.
- Eiichiro **Azuma**, *In Search of Our Frontier: Japanese America and Settler Colonialism in the Construction of Japan’s Borderless Empire* (Oakland: University of California Press, 2019), 1-26.

Chinese

- Elizabeth **Sinn**, “Pacific Ocean: Highway to Gold Mountain, 1850-1900,” *Pacific Historical Review* 83, no. 2 (2014): 220-237.
- Kornel **Chang**, “Circulating Race and Empire: Transnational Labor Activist and the Politics of Anti-Asian Agitation in the Anglo-American Pacific World, 1880-1910,” *Journal of American History* 96, no. 3 (2009): 678-701.



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Pacific Islanders

- David A. **Chang**, “Borderlands in a World at Sea: Concow Indians, Native Hawaiians, and South Chinese in Global and National Spaces,” *Journal of American History* 98, no. 2 (2011): 384-403.
- Gregory **Rosenthal**, *Beyond Hawai’i: Native Labor in the Pacific World* (Berkeley: University of California Press, 2018), 48-81.

October 13 HISTORIOGRAPHY PAPER DUE

October 17 Pacific Empires and Their Discontents

Taiwan

- Paul D. **Barclay**, “‘They Have for the Coast Dwellers a Traditional Hatred’: Governing Igorots in Northern Luzon and Central Taiwan, 1895-1915,” in *The American Colonial State in the Philippines: Global Perspectives*, ed. Julian Go and Anne L. Foster (Durham, NC: Duke University Press, 2003), 217-255.
- Leo **Ching**, “Savage Construction and Civility Making: The Musha Incident and Aboriginal Representations in Colonial Taiwan,” *positions* 8, no. 3 (2000): 795-818.
- Jordan **Sand**, “Imperial Tokyo as a Contact Zone: The Metropolitan Tours of Taiwanese Aborigines, 1897-1941,” *The Asia-Pacific Journal: Japan Focus*, 12, no. 10 (March 3, 2014): 1-11.

US Empire

- Moon-Ho **Jung**, *Menace to Empire: Anticolonial Solidarities and the Transpacific Origins of the US Security State* (Berkeley: University of California Press, 2022), Introduction, Chapter 2, 4.
- Adria L. **Imada**, “Hawaiians on Tour: Hula Circuits through the American Empire,” *American Quarterly* 56, no. 2 (2004): 111-149.

October 24 Science, Technology, and Medicine

Perspective

- Sujit **Sivasundaram**, “Science,” 237-260, in *Pacific Histories*.

Imperial

- Warwick **Anderson**, “Pacific Crossings: Imperial Logics in United States’ Public Health Programs,” in *Colonial Crucible: Empire in the Making of the Modern American State*, ed. Alfred W. McCoy (Madison: University of Wisconsin Press, 2009), 277-287.
- Wei Yi **Leow**, “Horai Rice in the Making of Japanese Colonial Taiwan,” *Cross-Currents: East Asian History and Culture Review* 33 (2019): 32-52.

Inter-imperial



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- Tomoko **Akami**, “Beyond Empires’ Science: Inter-imperial Pacific Science Networks in the 1920s,” 107-132, in *Networking the International System*, ed. Madeleine Herran (New York, 2014).
- Gregory **Cushman**, “Enclave Vision: Foreign Networks in Peru and the Internationalization of El Nino Research during the 1920s,” *Proceedings of the International Commission on History of Meteorology* 1, no. 1 (2004): 65-74.

October 31 Law

Perspective

- Lisa **Ford**, “Law,” 216-236, in *Pacific Histories*.

Case Studies

- Eileen P. **Scully**, *Bargaining with the State from Afar: American Citizenship in Treaty Port China, 1844-1942* (2001), Introduction and Chapter 3.
- Douglas **Howland**, “The Foreign and the Sovereign: Extraterritoriality in East Asia,” in *State of Sovereignty: Territories, Laws, Populations*, ed. Howland and Luise S. White (Bloomington, IN: Indiana University Press, 2008), 36-55.
- Renisa **Mawani**, *Across Oceans of Law: The Komagata Maru and Jurisdiction in the Time of Empire* (Durham, NC: Duke University Press, 2018), introduction and chapter 2-3.

November 7 The Asia-Pacific War

Pacific Islands

- Judith A. **Bennett**, *Natives and Exotics: World War II and Environment in the Southern Pacific* (Honolulu: University of Hawai’i Press, 2009), 11-27, 75-96.

Empire, Sub-empire, and Collaboration

- Seiji **Shirane**, *Imperial Gateway: Colonial Taiwan and Japan’s Expansion in South China and Southeast Asia, 1895-1945* (Ithaca, NY: Cornell University Press, 2022), 130-159.
- **Jung**, *Menace to Empire*, Chapter 6.

Racialization

- Takashi **Fujitani**, *Race for Empire: Koreans as Japanese and Japanese as Americans during World War II* (Berkeley: University of California Press, 2011), 1-35, 78-121.
- Jerry **Garcia**, *Looking Like the Enemy: Japanese Mexicans, the Mexican State, and US Hegemony, 1897-1945* (Tucson: University of Arizona Press, 2014), 106-138 (Chapter 4).

November 14 Dismantling of the Japanese Empire

Great Migrations

- Araragi **Shinzo**, “The Collapse of the Japanese Empire and the Great Migrations: Repatriation, Assimilation, and Remaining Behind,” in *The Dismantling of Japan’s*



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Empire in East Asia: Deimperialization, Postwar Legitimation and Imperial Afterlife, ed. Barak Kushner and Sherzod Muminov (London: Routledge, 2017).

- Eiichiro **Azuma**, “Brokering Race, Culture, and Citizenship: Japanese Americans in Occupied Japan and Postwar National Inclusion,” *Journal of American-East Asian Relations* 16, no. 3 (2009): 183-211.

Racialization of the Liberated

- David John **Obermiller**, “The U.S. Military Occupation of Okinawa: Politicizing and Contesting Okinawan Identity, 1945-1955,” PhD diss. (The University of Iowa, 2006), 93-157.
- Hal M. **Friedman**, “‘Races Undesirable from a Military Point of View’: United States Cultural Security in the Pacific Islands, 1945-1947,” *Journal of Pacific History* 32, no. 1 (1997): 49-70.

A More-Than-Human History of Deimperialization

- Toshihiro **Higuchi**, “The Biological Blowback of Empire? The Collapse of the Japanese Empire and the Influx of the ‘Deadly Environment,’ 1945-1952,” in *Comparative Imperiology*, ed. Kimitaka Matsuzato (Sapporo: The Slavic Research Center, 2010), 37-60.
- Beatrice **Trefalt**, “Collecting Bones: Japanese Missions for the Repatriation of War Remains and the Unfinished Business of the Asia-Pacific War,” *Australian Humanities Review* 61 (May 2017): 145-159.

November 21 American Lake

- Bruce **Cumings**, *Dominion from Sea to Sea: Pacific Ascendancy and American Power* (New Haven, CT: Yale University Press, 2009), 388-423 (Chapter 15).
- Simon **Man**, *Soldiering Through Empire: Race and the Making of the Decolonizing Pacific* (Berkeley: University of California Press, 2019), 1-16 (Introduction), 162-184 (Chapter 6).
- Naoko **Koda**, “Challenging the Empires from Within: The Transpacific anti-Vietnam War movement in Japan,” *The Sixties* 10, no. 2 (2017): 182-195.
- Mire **Koikari**, “Cultivating Feminine Affinity: Women, Domesticity, and Cold War Transnationality in the US Military Occupation of Okinawa,” *Journal of Women’s History* 27, no. 4 (2015): 112-136.
- Lauren **Hirshberg**, “Navigating Sovereignty under a Cold War Military Industrial Colonial Complex: US Military Empire and Marshallese Decolonization,” *History and Technology* 31, no. 3 (2015): 259-274.

November 28 The “Asia-Pacific” Era?

- Arif **Dirlik**, “The Asia-Pacific Idea: Reality and Representation in the Invention of a Regional Structure,” in *What is in a Rim? Critical Perspectives on the Pacific Region Idea*, 2nd edition (Lanham, MD: Rowman and Littlefield, 1998).
- TBA [Asian Capital]

December 5 Presentation



December 15

PAPER DUE

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

In this course we will use the following tools:

- Zoom

We take cybersecurity and data privacy seriously. You must download the Zoom app and login to a Zoom meeting with your school email (@georgetown.edu). **Do not** share the meeting URL with anyone outside the class.

Our meeting may be recorded in its entirety, except for breakout room sessions. By continuing to be in the meeting, you are consenting to be recorded. Please note that any Zoom meeting recordings are or potentially will be in the public domain.

Your instructor may upload a transcribed meeting recording as soon as it is ready. To protect the privacy of all students, **do not** record or screenshot our Zoom meeting without the instructor's approval. Also, **do not** share or distribute any Zoom meeting recordings outside of the class without the instructor's approval.

Let your instructor know any issues that may come up as a result of online instruction via Zoom, including: restrictions on internet access, access to certain apps/websites, and political and cultural sensitivities around course discussion topics. We will discuss some possible accommodations for your situation.

- Turnitin (a plagiarism checker)

You agree that by taking this course all required papers may be subject to submission for textual similarity review and AI writing detection to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. If you do not agree, contact the course instructor immediately.



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Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools do not work on tablets or smartphones.
- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers.

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your assignments on time.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class.

This is an upper-undergraduate history seminar. Each week, we will read and discuss various readings of approximately 300 pages, plus those for the writing assignments. Plan your study schedule accordingly.

Communication Expectations

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within one (1) business days. Please allow five (5) business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.



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- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](https://academicsupport.georgetown.edu/disability/), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/disability/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body. I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender,



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class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

AI Tools

Do not generate new content with prompt-based AI tools like ChatGPT or CodePilot without permission from your instructor. (Using, for example, Grammarly as a language aid is OK.) Instructors reserve the right to request an oral explanation of answers.

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

Please note that University policy requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | jls242@georgetown.edu
- Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS), (202) 687-6985 | els54@georgetown.edu

More information about reporting options and resources can be found on [the Sexual Misconduct Website](#).



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Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.



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Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).